

ARIZONA DEPARTMENT OF EDUCATION
Tom Horne, Superintendent of Public Instruction
LOCAL DIRECTORS MEETING
February 20, 2008

8:30 am to 8:35 am	Welcome and Introductions	La Sala Ballroom B and C	Milton Ericksen Barbara Border
8:35 am to 9:35 am	Arizona Skills Standards & Assessment Presentation		Ronald D. McCage Brenda Hattaway
9:35 am to 10:35 am	CTE Online Assessment		Mike Robinson
10:35 am to 10:50 am	Break		All Attendees
10:50 am to 11:45 am	Regional Local Director Breakout Sessions		
	* North Region	La Sala B	
	* South Region	La Sala C	All Attendees
	* East Region	UCB 261	
	* West Region	UCB 265	
11:45 am to 11:50 am	Reassemble in	La Sala Ballroom B and C	All Attendees
11:50 am to 12:00 pm	Reports: ACTE ACOVA		Pam Ferguson Brenda Marietti

Adjourn

Career & Technical Education Director's/Administrator's *District Contacts*

Change the following:

	<i>Existing Information</i>	<i>New Information</i>
Name		
Title/Position		
School/Organization		
School District		
Address		
City and Zip		
Phone Number		
FAX Number		
E-Mail Address		

Add the following:

Name	
Title/Position	
School/Organization	
School District	
Address	
City and Zip	
Phone Number	
FAX Number	
E-Mail Address	

Delete the following:

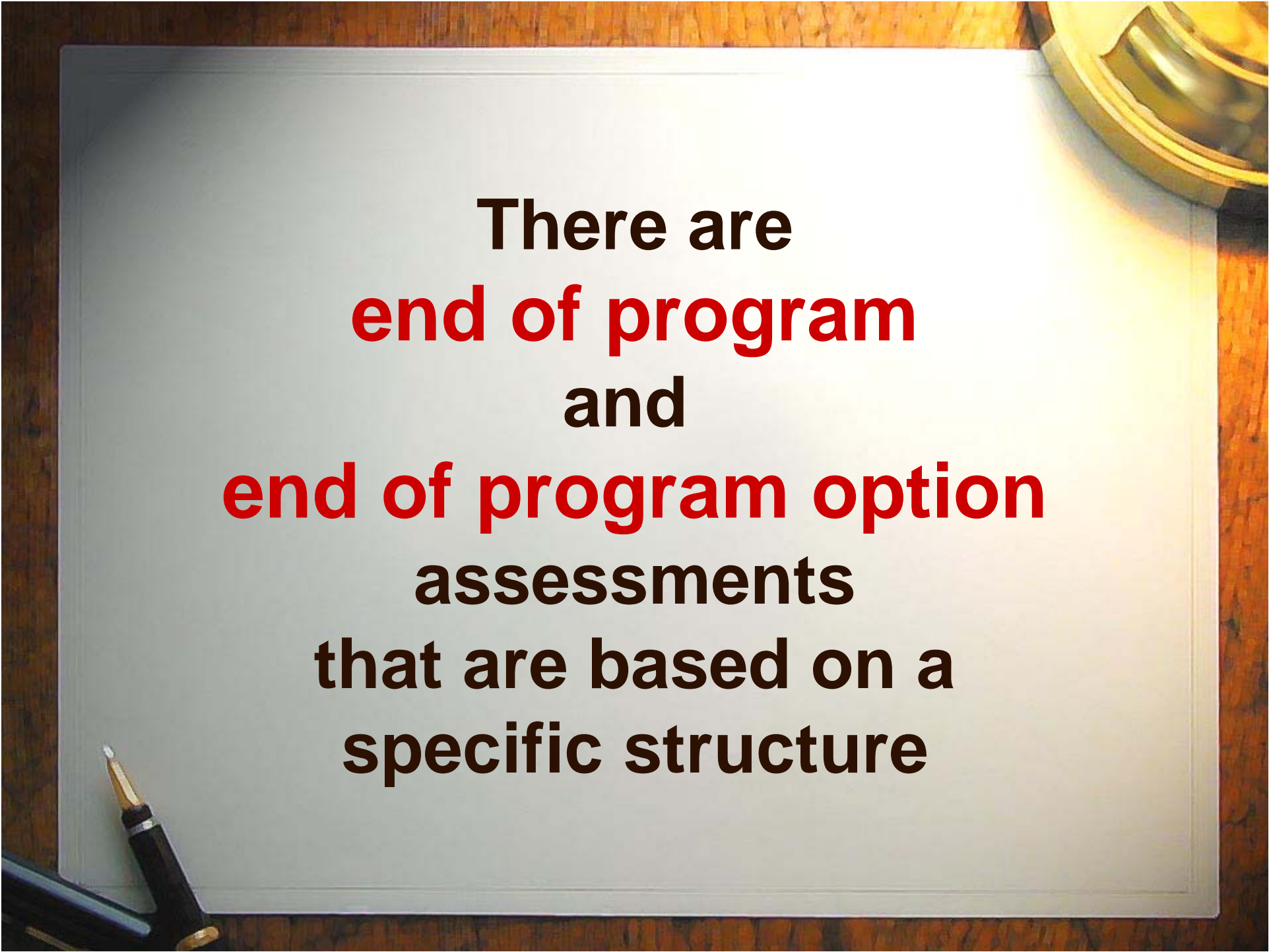
Name	
Title/Position	
School/Organization	
School District	
Address	
City and Zip	
Phone Number	
FAX Number	
E-Mail Address	

Please inform the Career and Technical Education Division of any changes needed for the directory.
You may turn in this form at any Local Director's Meeting or email or fax it to:

Arizona Department of Education
Career and Technical Education Division
Attn: Kathy Bowersock
1535 West Jefferson Street - Bin #42
 Phoenix, Arizona 85007
 Email: kathy.bowersock@azed.gov
 Phone: (602) 542-5281
 Fax: (602) 542-5334

A photograph of a desk setup. A white sheet of paper is centered on a dark wooden desk. In the bottom left corner, a black fountain pen with gold accents is visible. In the top right corner, a portion of a brass object, possibly a lamp base or a decorative piece, is visible. The text "Arizona Skills Standards and Assessment Structure" is printed in a bold, black, serif font on the paper.

Arizona Skills Standards and Assessment Structure



**There are
end of program
and
end of program option
assessments
that are based on a
specific structure**

This system is structured as follows:

Program or Program: Option

Arizona Accounting and Related Services

Standards (broad duty-like statements

Determine Procedures for Accounts Receivable and Accounts Payable

Measurement Criteria (objective or task-like statements of competence)

Establish and maintain the accounts receivable subsidiary ledger

Process sales orders and invoices

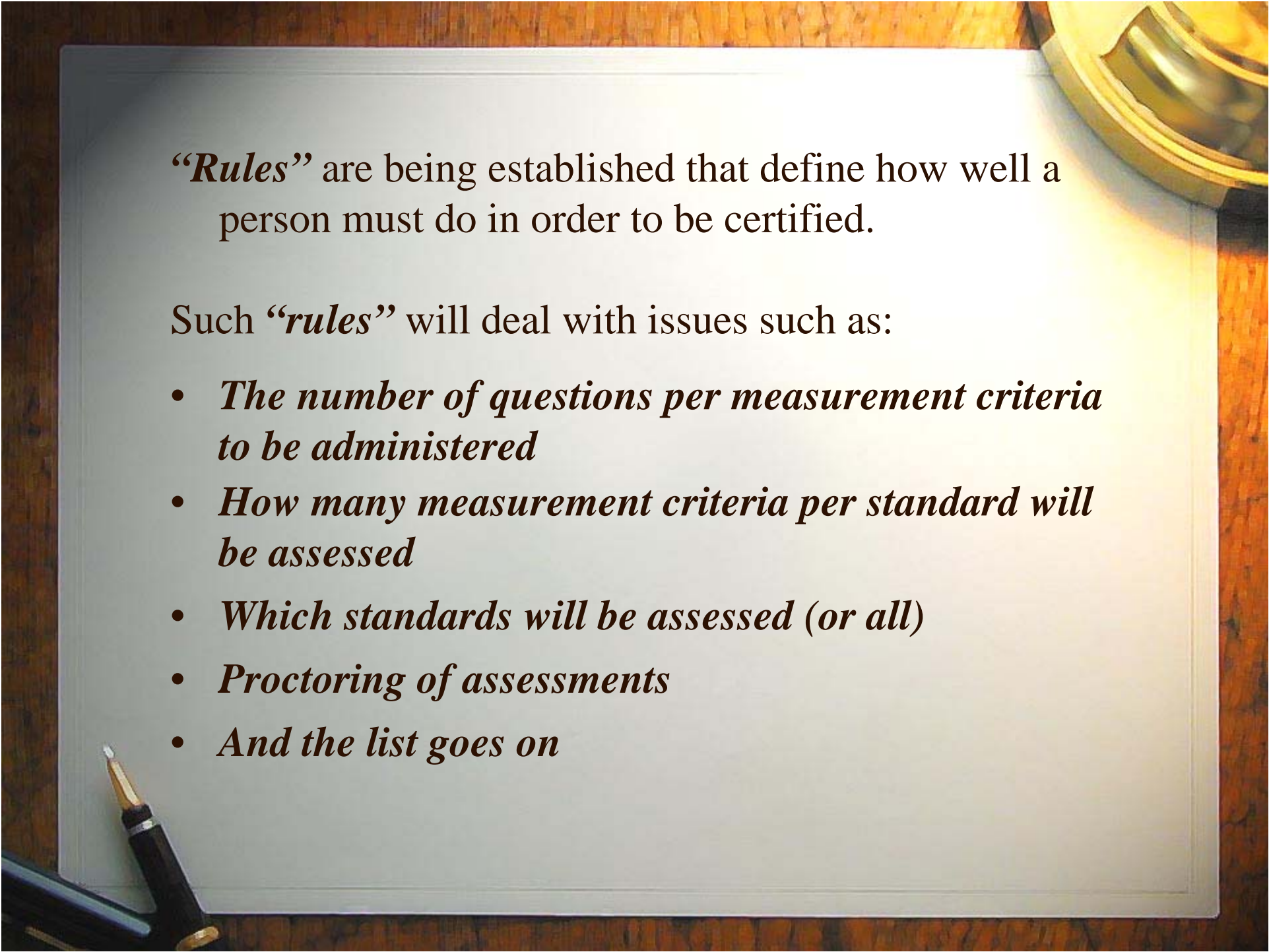
Process customer payments

Items (questions – generally multiple choice at this

Point in time or scenarios with multiple choice questions)

To be shown in accounting and Related

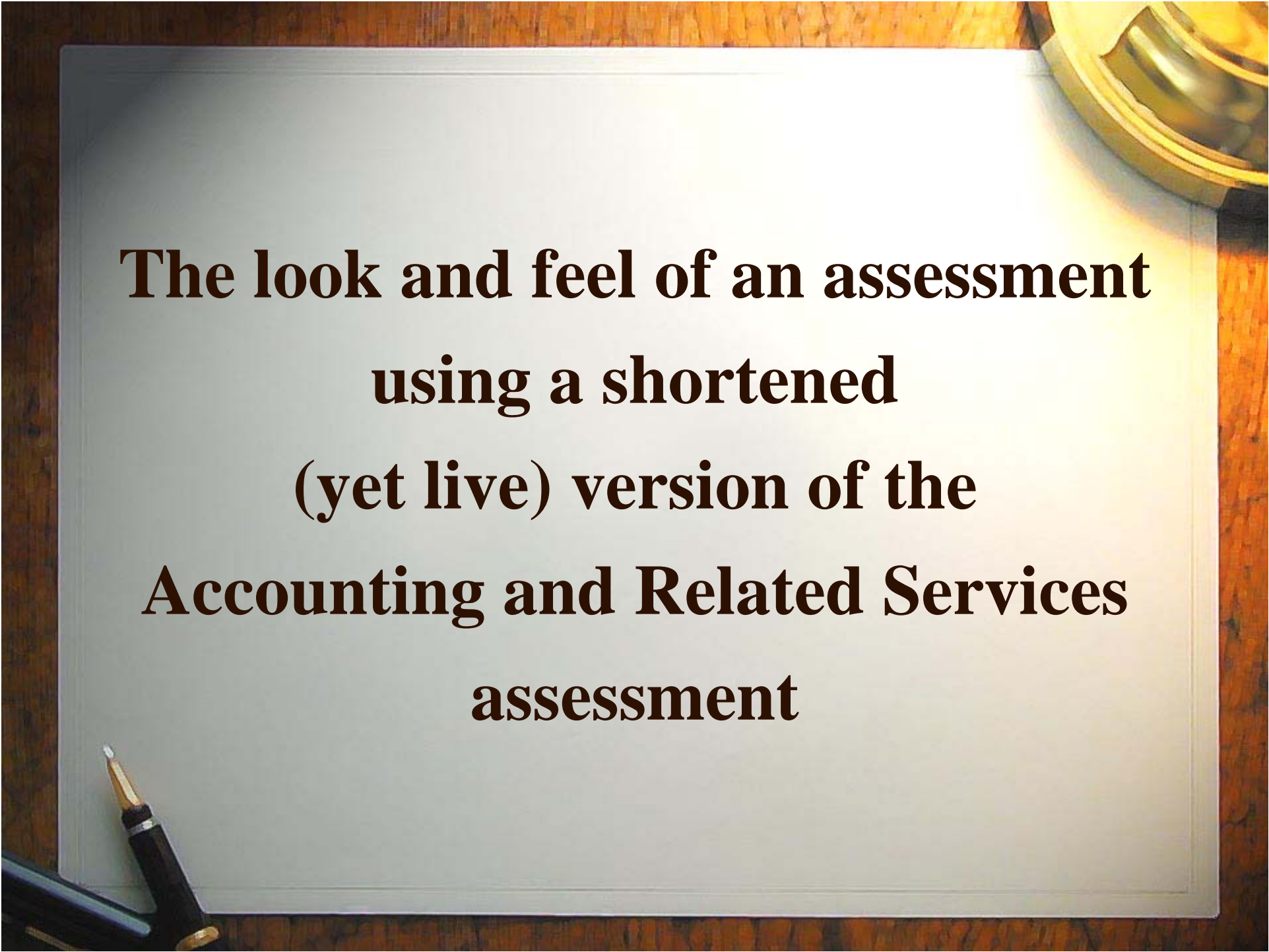
Services online assessment example



“Rules” are being established that define how well a person must do in order to be certified.

Such ***“rules”*** will deal with issues such as:

- ***The number of questions per measurement criteria to be administered***
- ***How many measurement criteria per standard will be assessed***
- ***Which standards will be assessed (or all)***
- ***Proctoring of assessments***
- ***And the list goes on***



**The look and feel of an assessment
using a shortened
(yet live) version of the
Accounting and Related Services
assessment**

ARIZONA

Building a Criterion-Referenced Assessment System –

The Critical Elements

The Process . . .



A Critical Element

**The first critical element for an
assessment system ...**

**An Industry Validated
Skill Standards List
for each
Arizona CTE Program**

Identify a Business/Industry Technical Committee



**Convene the
Business/Industry
Technical Committee
and
Collect 3 Sets of
Information from
Them . . .**



First ...



Levels of Practice

and

Requirements

- **Certificate?**
- **License?**



Second ...

**Review each standard & skill
and answer the question:**

**Is this a technical skill that
is performed on the job?**



YES or NO?

Third ...

Rate the

CRITICALITY

&

FREQUENCY

**of the performance
of each skill.**



CRITICALITY



- 1 – A **non-essential** function;
trivial to acceptable performance.
- 2 – An **essential** function;
important to acceptable performance.
- 3 – A **vital** function;
crucial to overall acceptable performance.

FREQUENCY

- 1 – Performed rarely on the job.
- 2 – Performed occasionally on the job.
- 3 – Performed frequently on the job.



Business/Industry Committee

Review Chart

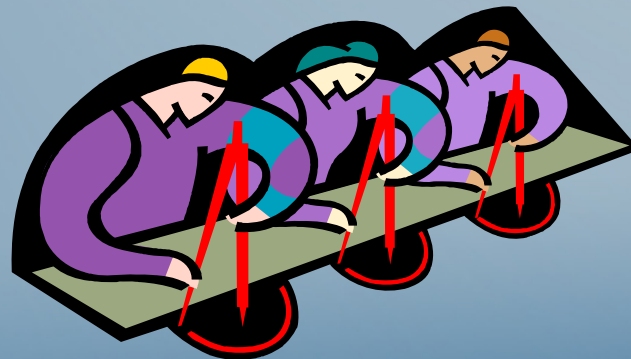
A LAY OUT BUILDING LINES		Y E S	N O	COMMENTS / NOTES	IF "YES", INDICATE:	
					CRITICALITY	FREQUENCY
1	Demonstrate the use and care of precision measuring instruments.					
2	Establish building lines.					
3	Use a builder's level or transit and differential leveling procedures to determine site and building elevations.					
4	Record site layout data and information in field notes using accepted practices.					



A Critical Element

The next critical element ...

An Item Bank



Build an Item Bank

- **Identify Existing Items**
- **Link Existing Items to the Appropriate Arizona Skill/Standards**
- **Review the Items**
- **Identify "Gaps"**
- **Write New Items**



MULTIPLE-CHOICE ITEMS: WRITING and REVIEWING GUIDELINES

The item ...

- ... Is based on a clearly stated, valid skill or standard.
- ... Uses correct grammar, punctuation, and spelling.
- ... Is not so difficult that it intimidates or overloads examinees into answering incorrectly.
- ... Uses either the best answer or the correct answer format.
- ... Does not have extraneous information.
- ... Is not based on opinions.
- ... Is based on important aspects of the content area not on trivial material.
- ... Does not contain potentially insensitive content or language.

The stem of the item ...

- ... Is stated in a direct, objective form.
- ... Is clearly worded and asks the examinee for exactly what is being asked.
- ... Includes enough material to make the problem/question clear.
- ... Includes the central idea and most of the phrasing.



Options

1. There are three or four options.
2. The options are presented in a logical order, if one exists.
3. The options are independent, not overlapping.
4. The options are phrased in a way that is consistent with the stem.
5. The length of the options is consistent.
6. Options are phrased positively, not negatively.
7. There are no clues through the use of faulty grammatical construction. (Grammatical inconsistencies involving "a," or "an," for example, give clues to the correct answer.)

Distractors

- ... Are plausible and believable.
- ... Incorporate common misconceptions.
- ... Use fairly even incorrect choices.
- ... May be the best answer if not carefully constructed.

The correct option

- ... Is positioned in the item in the same number of times in each possible position.
- ... Is the one that most experts would agree on.

A Critical Element

**Enter the Skill Standards Lists
and the Items
into
E-SESS – An On-Line
Assessment System**



A Critical Element



Field Test